Strategies to Measure the Effectiveness of Sexual Violence Prevention Programs

Thursday, September 17, 2009
2:00 PM - 3:30PM

We will start soon!

How to Use This Technology

- Raise Hand
- Text Chat
- *6: (un)Mute your Phone
- PowerPoint Slides
  - www.calcasa.org
  - Search for this title

Technology

- For trouble on the web please send a private chat
- You can call iLinc technical assistance at 800-799-4510
- For other information, call CALCASA at 888-922-5227
New CALCASA Web Site www.CALCASA.org

Prevention
- Technical Assistance
  - David Lee
david@calcasa.org
  - Chad Sniffen
chad@calcasa.org
- MyStrength
- Web Conferences
- Prevention Connection
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  - Advocacy
  - Management
  - other issues
- Ebridge and EDTalk
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- Library Resources
- In-Person and Web Trainings
- Leadership Conference

How do we know we've made the change we want to see?

Strategies to Measure the Effectiveness of Sexual Violence Prevention Programs

By: Paul Schewe, Ph.D.
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Overview

- Why do we want to evaluate the effectiveness of our sexual assault prevention programs?
- How do we measure something that doesn’t happen?
- Use of proxy measures
- Using Logic Models to develop an evaluation plan
- Evaluation Design Considerations
- Other considerations

A note...

Outcome evaluation is different than client satisfaction

Client Satisfaction surveys: Measures audience perceptions of the intervention

Outcome Evaluation: Focuses on how participants are different following your intervention

Process Evaluation vs. Outcome Evaluation

- Process Evaluation documents what you do, for whom, by whom, and when.

- Outcome Evaluation measures the changes that occur in your target audience as a result of participating in your prevention program.
Building On Where You’ve Been

In the past, what was the first thing that came to mind when you were asked to evaluate your prevention program?

Why would we want to evaluate the effectiveness of our interventions?

- funder mandates
- program improvement
- staff morale/motivation
- to make decisions regarding resource allocation
- to make decisions regarding dissemination/replication
- to inform choices between competing interventions
- to document effectiveness so that it is easier to get into more schools
When NOT to evaluate

- When the program can not be replicated
- When evaluation would overwhelm staff resources
- When evaluation would prevent you from providing services to a particular population

How do we measure something that doesn’t happen?

Can we know whether or not our programs have prevented sexual assaults?

How do we measure something that doesn’t happen?

Should we expect reports of sexual assault to rise or fall following our prevention activities?
Use of proxy measures

- So what do we measure instead of rates or incidences of sexual assault?

- Proximal = nearer to the point of reference or to the center of the body than something else is. For example, the elbow is proximal to the hand.

- Proxy = meaning substitute, alternative, stand-in

Proxy Measures

- The choice of proximal measures depends on:
  - the content of your intervention
  - your theory (whether stated or implied) of what causes rape

Logic Models

Logic Models can be a useful tool for developing an evaluation plan.

[See the archive of the previous CAASA Web Conference: Using Logic Models for Planning Primary Prevention Programs]
Developing an evaluation plan based on the “bystander model” of rape prevention

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Short-term objectives (immediate objectives)</th>
<th>Medium-term impact</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach students how to help a friend who discloses sexual assault</td>
<td></td>
<td>Reduce the incidence of rape</td>
<td></td>
</tr>
<tr>
<td>Increase skills for intervening</td>
<td></td>
<td>Increase the number of victims receiving assistance</td>
<td></td>
</tr>
<tr>
<td>Increase knowledge of local resources</td>
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<tr>
<td>Increase empathy for victims</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Change perceptions of social norms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease rape supportive attitudes</td>
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</table>

Starting with theory to develop a logic model

- Consider risk and protective factors for sexual assault at multiple levels of the social ecology

![Diagram](image.png)

What are some risk and protective factors at the level of the individual, the peer group, the family, the school, the community, the nation…?
### Sample Logic Model for Sexual Assault Prevention Education

<table>
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<tr>
<th>Process (what we do for whom)</th>
<th>Strategies</th>
<th>(Measurable) Objectives</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a one-hour rape prevention program to male &amp; female 8th graders</td>
<td>Address rape myths, Teach communication skills, Portray the negative consequences of rape, Instruct students about how they can help a rape victim, Provide information about local rape crisis centers</td>
<td></td>
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</tbody>
</table>

### Using Logic Models to develop an evaluation plan

Next, identify or brainstorm the immediate impact that each component of your prevention program might have on your audience.

- Ask yourself “How do I expect students to be different after participating in this prevention activity?”
- Consider Knowledge, Attitudes, Beliefs, Skills, Behaviors, and Behavioral intentions.
### Sample Logic Model for Sexual Assault Prevention Education

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<td>Decrease rape supportive attitudes, improve inter-gender communication, increase empathy for victims of rape, increase knowledge of how to respond</td>
<td>Reduce the incidence of rape, increase the number of victims receiving assistance</td>
</tr>
</tbody>
</table>

### Using Logic Models to develop an evaluation plan

What are other pro-social improvements that we might see?
Pro-Social Improvements

- healthier relationships?
- improved grades?
- decreases in bullying?
- increased school attendance?
- reduced school behavior problems?
- increased use of condoms?
- increased activism?
- increased number of students willing to volunteer their time to prevention efforts?

Common areas of measurement

- Knowledge, Attitudes, Beliefs, Behavioral intentions, Skills (self-efficacy)
- Behaviors
- Social Norms

Common methods of data collection

- Focus groups
- Paper and pencil measures
- Observation
- Archival records
Evaluation Design Considerations

Who do we collect data from?

- participants
- teachers
- parents
- peers
- intimate partners

Evaluation Design Considerations

When do we collect data?

- post-only
- pre (also known as ‘baseline’) and post-intervention
- Follow-up

Responding to Funder Mandates

- Crafting your “objectives” statements
  - Revisit your logic model
  - Consider your evaluation design
  - Keep it simple
  - Be careful with your language

- Examples
  - Unclear: Students’ rape supportive attitudes will decrease by 10%.
  - Better: 75% of students’ scores on the IRMA will improve following the prevention program.
  - Better: 75% of students will demonstrate knowledge of how to help a friend as evidenced by a score of 90% or better on the “bystander knowledge” questionnaire.
Other considerations

**Breadth vs. Brevity**
- The desire to measure everything vs. the need to keep assessments

Other considerations

**What about control groups?**
- Treatment / no-treatment control groups.
- Alternate treatment control groups.

Other considerations

**Ethical considerations**
- IRB involvement
- Informed consent
- Confidentiality vs. Anonymity
Other considerations

Use of outside evaluators/statisticians

Examples of Measures

- The Illinois Rape Myth Acceptance Scale
- Vicki Banyard’s bystander measures
- Yangie Foshee’s dating violence measures
- Mary Koss’ sexual assault measures
- Others?

Contact CALCASA for more on measures

Checking In...

What do you think will be the most challenging part of conducting an outcome evaluation at your agency?
We did it!!

Next Steps
1) Create your logic model
   - Describe your program in detail
   - Identify the immediate outcomes of your intervention
   - Brainstorm additional outcomes
   - How do these outcomes fit with your theory of the causes of rape
2) Decide on an evaluation plan (what, how, who, when, how many?)
3) Implement your evaluation plan!

Resources
- Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths - Second Edition
  www.cdc.gov/violence/pub/res/measures.html
- Developing a Logic Model: Teaching and Training Guide by Ellen Taylor Powell and Ellen Henret
  www.wiwex.edu/ces/pdande/evaluation/pdf/imguidecomplete.pdf
- W.K. Kellogg Foundation’s Logic Model Development Guide
- CDC Evaluation Working Group
  www.cdc.gov/eval/resources.html#logic
- CDC Sexual and Intimate Partner Violence Prevention Programs Evaluation (Guide 99-9234)
  Order at http://www.cdc.gov/pubs/nicp_eppx
For More Information

For California RPE Grantees

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